

Grade 10 Unit I 2014 - 2015

Criterion A: Knowing and understanding Maximum: 8

At the end of year 5, students should be able to:

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

Achieve ment level	Level descriptor
0	<ul style="list-style-type: none">• The student does not reach a standard described by any of the descriptors below
1– 2	<ul style="list-style-type: none">• demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology• demonstrates limited understanding of the role of the art form in original or displaced contexts• demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork and contexts• demonstrates limited use of acquired knowledge to inform his or her artwork
3–4	<ul style="list-style-type: none">• demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language• demonstrates adequate knowledge of the role of the art form in original or displaced contexts• demonstrates adequate use of acquired knowledge to inform his or her artwork
5–6	<ul style="list-style-type: none">• demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language• demonstrates substantial knowledge of the role of the art form in original or displaced contexts• demonstrates substantial use of acquired knowledge to inform his or her artwork
7–8	<ul style="list-style-type: none">• demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language• demonstrates excellent knowledge of the role of the art form in original or displaced contexts• demonstrates excellent use of acquired knowledge to inform his or her artwork

Criterion B: Developing skills Maximum: 8

At the end of year 5, students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

Achieve ment level	Level descriptor
0	<ul style="list-style-type: none">• The student does not reach a standard described by any of the descriptors below
1– 2	<ul style="list-style-type: none">• demonstrates limited acquisition and development of the skills and techniques of the art form studied• demonstrates limited application of skills and techniques to create, perform and/or present art
3–4	<ul style="list-style-type: none">• demonstrates adequate acquisition and development of the skills and techniques of the art form studied• demonstrates adequate application of skills and techniques to create, perform and/or present art
5–6	<ul style="list-style-type: none">• demonstrates substantial acquisition and development of the skills and techniques of the art form studied• demonstrates substantial application of skills and techniques to create, perform and/or present art.
7–8	<ul style="list-style-type: none">• demonstrates excellent acquisition and development of the skills and techniques of the art form studied• demonstrates excellent application of skills and techniques to create, perform and/or present art

Criterion C: Thinking creatively Maximum: 8

At the end of year 5, students should be able to:

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achieve ment level	Level descriptor
0	<ul style="list-style-type: none"> The student does not reach a standard described by any of the descriptors below
1– 2	<ul style="list-style-type: none"> presents a limited outline of an artistic intention, which may lack clarity or feasibility presents a limited outline of alternatives, perspectives, and imaginative solutions demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.
3–4	<ul style="list-style-type: none"> presents an adequate outline of a clear and/or feasible artistic intention presents an adequate outline of alternatives, perspectives, and imaginative solutions demonstrates adequate exploration of ideas through the developmental process to a point of realization.
5–6	<ul style="list-style-type: none"> Presents a substantial outline of a clear and feasible artistic intention presents a substantial outline of alternatives, perspectives, and imaginative solutions demonstrates substantial exploration of ideas through the developmental process to a point of realization demonstrates substantial exploration of ideas through the developmental process to a point of realization
7–8	<ul style="list-style-type: none"> Presents an excellent outline of a clear and feasible artistic intention presents an excellent outline of alternatives, perspectives, and imaginative solutions demonstrates excellent exploration of ideas through the developmental process to a point of realization.

Criterion C: Responding Maximum: 8

At the end of year 5, students should be able to:

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others

Achieve ment level	Level descriptor
0	<ul style="list-style-type: none"> The student does not reach a standard described by any of the descriptors below
1– 2	<ul style="list-style-type: none"> presents a limited outline of connections and may transfer learning to new settings creates a limited artistic response that is possibly inspired by the world around him or her presents a limited evaluation of the artwork of self and others
3–4	<ul style="list-style-type: none"> presents an adequate outline of connections and occasionally transfers learning to new settings creates an adequate artistic response that is occasionally inspired by the world around him or her presents an adequate evaluation of the artwork of self and others
5–6	<ul style="list-style-type: none"> presents a substantial outline of connections and regularly transfers learning to new settings creates a substantial artistic response that is regularly inspired by the world around him or her presents a substantial evaluation of the artwork of self and others.
7–8	<ul style="list-style-type: none"> presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings

	<ul style="list-style-type: none">• creates an excellent artistic response that is effectively inspired by the world around him or her• presents an excellent evaluation of the artwork of self and others
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